

# Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Henderson ISD	201-902			
Vendor ID #	ESC Region #	1		
1756001770	7			
Mailing address	City	State	ZIP Code	
P.O. Box 728	Henderson	TX	75653	
Primary Contact				
First name	M.I.	Last name	Title	
Kevin		Bryan	Director of Technology	
Telephone #	Email address		FAX #	
903-655-5038	<a href="mailto:kbryan@hendersonisd.org">kbryan@hendersonisd.org</a>		903-657-9271	
Secondary Contact				
First name	M.I.	Last name	Title	
Raylene		Conner	Deputy Superintendent	
Telephone #	Email address		FAX #	
903-655-5025	<a href="mailto:rconner@hendersonisd.org">rconner@hendersonisd.org</a>		903-657-9271	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

### Authorized Official:

First name	M.I.	Last name	Title
Keith		Boles	Superintendent
Telephone #	Email address		FAX #
903-655-5045	<a href="mailto:kboles@hendersonisd.org">kboles@hendersonisd.org</a>		903-657-9271
Signature (blue ink preferred)		Date signed	

1-26-18

*Only the legally responsible party may sign this application.*



**Schedule #1—General Information**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Henderson High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Henderson ISD began implementing a student device initiative that we call Connect2Learn at the Henderson High School campus during the 2017-2018 school year. The goal of this initiative is to provide a device for all students at this campus. Another goal is to provide Internet access for students who do not have this at their homes so that these students can access digital instructional materials, including textbooks, online courses, instructional videos, and other resources for personalized learning. We have not had the funds to provide off-campus Internet access for any students, and this has been a barrier to equitable access to digital resources for some.

The district will use grant funds to purchase a Chromebook, a power adapter, and a protective case for each of our 235 ninth grade students:

Chromebooks – Quantity 235 – Estimated unit cost \$209 – Total = \$49,115

Protective cases for Chromebooks – Quantity 235 – Estimated unit cost \$12.00 – Total = \$2,820

Academic Chrome Management Licenses – Quantity 235 – Unit cost \$23.15 – Total = \$5,440.25

A device will be checked out to each student for use at both school and home throughout the school year. This checkout will take place at the high school's Fish Camp, which is a special time of orientation for freshmen held in August prior to the beginning of the new school year. All students receiving a device will be required to complete program orientation and will be required to submit signed technology lending agreements and acceptable use policies prior to receiving their devices. Their parents are also required to view the orientation and complete a form acknowledging their compliance with all program rules and guidelines. This orientation covers all aspects of using and caring for the laptop and is available for viewing at <https://www.hendersonisd.net/hhs-device-initiative/c2l-student-orientation>.

Students will use their devices both at school and at home throughout the academic year. Check out time could be extended for any high school student who is required to attend summer school or for students who need the devices for completion of online course work through the SUPERNet Virtual High School or dual credit classes.

We will also use grant funds to purchase mobile hotspots for students in grades 9-12 who do not have Internet access at their homes. Based on the surveys we conducted of students in grades 9-12 in February of 2017 and on other surveys that we have conducted among students and parents, we estimate that 15% of high school students (140 students) will need mobile hotspots for Internet access at home. We plan to purchase 140 SmartSpot devices from Kajeet that will provide mobile WiFi access for these students. Kajeet's product includes a content filter that will protect students from accessing inappropriate web sites as well as a monitoring tool that will provide information about the students' use of the mobile hotspots. Our district also purchases and utilizes GoGuardian to track usage, to protect students from inappropriate content, and to recover missing or stolen devices. The district will purchase GoGuardian for these devices at an estimated cost of \$1,193.80.

Kajeet SmartSpot 900 units – Quantity 140 – Unit cost \$99.97 – Total = \$13,995.80

Complete 500 Data Plan – Quantity 10 months of service – Unit cost \$19.97 – Total = \$27,958.00

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

We have developed resources for students who are and will be participating in the Connect2Learn program. These resources include a special support web site, a web-based orientation program complete with instructional videos and a required assessment, an online cybersafety course with required assessment, and a special page for students with links to the wide variety of digital textbook titles that we have adopted and purchased.

Our teachers are sharing resources from their courses through the use of Google Classroom, Google Drive, and other GSuite apps. Our teachers have begun to capture video tutorials to share online so that these instructional resources are available 24/7 for both students and parents to access.

Our high school established a student tech help desk during the 2017-2018 school year. Each period of the day, several students are available to assist the campus technology specialist in supporting the needs of students and teachers. Student technicians provide immediate support for devices as well as classroom technology like projectors and printers.

At the end of the school year, the campus technology specialist and her student techs will collect all devices that have been checked out by using a special equipment collection form. This form will be used to document the return of all items as well as any damage or loss that might have occurred to the devices or accessories. This information will then be shared with the office for collection.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 201-902			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$33,398.25	\$0	\$33,398.25
Schedule #9	Supplies and Materials (6300)	6300	\$65,930.80	\$0	\$65,930.80
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$	\$0	\$99,329.05
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$99,329.05</b>	<b>\$0</b>	<b>\$99,329.05</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Complete 500 Data Plan for SmartSpot devices	\$27,958.00
2	Academic ChromeOS Management Licenses for Chromebooks	\$5,440.25
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		33,398.25
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$33,398.25</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>		
County-District Number or Vendor ID: 201-902		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$65,930.80
<b>Grand total:</b>		<b>\$65,930.80</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID:		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	342	36%	
Limited English proficient (LEP)	53	5.6%	
Disciplinary placements	18	1.9%	
Attendance rate	NA	94.8%	
Annual dropout rate (Gr 9-12)	NA	<1%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										235	243	248	212	938

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Henderson High School serves the largest number of students of all the campuses within our district. Through several surveys, including one conducted in February 2017, we have determined that approximately 15% (140) of our high school students do not have access to the Internet from their homes. Through these surveys, we have also determined that many students have constant access to a smartphone, but this type of device is not always adequate for performing the necessary tasks that are required for courses and to have equitable access to digital materials.

The high school campus reviews its needs through annual campus planning, and the members of their campus improvement committee have identified several areas of concern: The number of teachers effectively utilizing technology in the classroom needs to increase. One of the campus's goals is to see all teachers using technology on a daily basis to accomplish a wide variety of tasks. This includes sharing information with students in a variety of formats, including video content, assignments and announcements via learning management systems, and digital textbook materials. We also want teachers to communicate expectations and measure performance to see that students are meeting learning goals. Being able to gather this information quickly, analyze it, and share it with students will allow teachers to provide immediate feedback so that students can make adjustments to their understanding. Teachers have been provided with the technology that they need, but not all of their students have the necessary technology. Another identified area of weakness is that our graduating seniors have not gained enough experience with online courses, digital textbooks, and the use of technology for research, assessment, and other instructional tasks. This is largely due to the lack of technology for these students. We need to increase the number of college-ready graduates.

The Student Advisory Council consists of a diverse group of high school students that meets four times during each school year. This focus group is led by the superintendent. Through these meetings, we have been able to gain feedback from students concerning their needs with regard to the use of technology for learning. Students have consistently expressed the importance of having a device to use both at school and at home to access digital materials and course resources.

Our lending plan facilitates the accomplishment of the following objectives **(and strategies within these objectives)** of the HISD technology plan:

**Objective 1.1:** 100% of students will attain grade-appropriate mastery of technology applications skills.

**Objective 1.2:** All instructional staff will use strategies supported by technology that address and track student progress toward mastery of state learning standards.

**Objective 1.3:** All secondary students will have expanded curricular opportunities through the use of innovative strategies for delivery of specialized or rigorous courses not otherwise available. All students will have access to additional learning experiences through distance learning.

Henderson ISD assures that funds provided under the Instructional Materials Allotment is insufficient to purchase enough lending technology for every student who needs dedicated access to a device. Currently, Henderson ISD has \$631,930 in the district IMA account and spends approximately \$295,800 each biennium in disbursements. The remaining \$336,130 will be used to requisition instructional materials for Proclamation 2019, which includes English Language Arts and Reading, kindergarten–grade 8, Spelling, grades 1–6 (English and Spanish), Handwriting, grades K–5 (English and Spanish), Spanish Language Arts and Reading, kindergarten–grade 6, English Learners Language Arts, grades 7–8, and Personal Financial Literacy.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	15% of our high school students do not have access to the Internet at their homes.	Funds from the grant will be used to purchase mobile hotspots for 140 students. These hotspots will be checked out to students who do not have access to the Internet while off campus.
2.	Most high school students have access to a smartphone with a mobile data plan, but these devices are not always adequate for performing the necessary tasks that are required for high school courses and for equitable access to digital materials.	Funds from the grant will be used to purchase Chromebooks for check out to 235 ninth grade students at the high school campus.
3.	The number of teachers and students effectively utilizing technology in the classroom to accomplish academic tasks needs to increase.	The high school campus has been in the process of implementing digital textbooks, online courses, and other digital instructional materials. A lack of devices and access to the Internet while off campus has limited student access to these types of materials. We will be able to purchase devices and a means to provide Internet access to students while off-campus with grant funds. If all students had these resources, teachers could more fully take advantage of the many options available.
4.	Teachers need to utilize a wide variety of strategies for instruction as well as methods to address and track student progress toward the mastery of learning goals.	Student devices will help our teachers to provide a wider variety of instructional options for their pupils. Technology resources such as Google Classroom and the wide variety of web-based formative and summative assessment tools will provide teachers with options beyond pencil-paper activities and traditional assessment methods for gathering information quickly and providing feedback to students in a timely manner.
5.	This campus needs to increase the number graduates who are experienced with the use of digital tools that they will be expected to utilize at the post-secondary level.	A lack of devices at our high school has made it difficult to implement blended learning on a wide scale. Having devices and equitable access to the Internet will give our students the ability to use the same tools that they will utilize at the post secondary level, including online courses, digital textbooks, web-based research tools, and web-based assessments.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Technology	The district coordinator for this project will be the HISD Director of Technology. The Technology Director has 24 years experience in education comprised of 11 years as a classroom teacher, 9 years as Director of Technology at New Summerfield ISD, and 4 years as Director of Technology at HISD. During his tenure in HISD, the technology director has supervised and participated in the purchase, preparation, configuration, and deployment of equipment that is a part of the district's existing student device initiatives. The director of technology is also responsible for all technology-related purchases, the district technology plan, staff technology training, and technology support, repair, and troubleshooting.
2.	Campus Technology Specialist	At the campus level, the HHS campus technology specialist has 19 years experience in education. She served as an aide for 6 years, 10 years as teacher, and 3 years as campus technology specialist. She will coordinate this project at HHS. The coordinator works with the Director of Technology to purchase all technology on the HHS campus, troubleshoots and supports all campus technology, and provides technology-related training to all staff at HHS. The campus technology coordinator also coordinates and supervises the student tech support team.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide 235 students with Chromebooks, power adapters, and protective cases.	1. Purchase Chromebooks, protective cases, and management licenses	05/07/2018	06/15/2018
		2. Chromebooks are received, inventoried, and configured to work with the district's WiFi	07/16/2018	07/20/2018
		3. Freshmen and their parents are notified about online orientation resources and asked to complete required forms, including lending agreement.	07/30/2018	07/3/2018
		4. Students attend Fish Camp, turn in forms, and receive their equipment.	08/13/2018	08/15/2018
		5. Students begin using their Chromebooks both at school and at home.	08/16/2018	08/24/2018
2.	Provide 140 students with mobile hotspot devices	1. Purchase Kajeet SmartSpot devices	05/07/2018	06/15/2018
		2. Devices are received, inventoried, and activated	07/15/2018	07/20/2018
		3. Students in need of a device complete application	08/13/2018	08/24/2018
		4. Committee is formed to evaluate applications and chose students who will receive SmartSpot devices	08/27/2018	08/31/2018
		5. SmartSpot units are distributed to students chosen by the committee to receive these devices	09/04/2018	09/07/2018
3.	Provide ongoing technology training and support for both students and teachers	1. Time during Tech Tuesdays will be devoted to grant implementation, training, and feedback	08/21/2018	05/18/2019
		2. Time during staff development days will be devoted to targeted technology training	08/14/2018	05/25/2019
		3. Campus technology specialist and members of student tech help desk will be available daily to support students and staff with troubleshooting	08/16/2018	05/24/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of this technology lending program evaluation plan, both process and product forms of evaluation will be used to monitor progress on the initiative. Process evaluation will be used to gather information about how successfully the project has been implemented and to assess its impact on the targeted population. Measures will include 1) observations by HHS teachers, 2) formal/informal observations by HHS and HISD administrators, 3) continual feedback between teachers, students, administrators, the district and campus program coordinators regarding student achievement, motivation, and use of devices, 4) evaluation of student achievement data, including unit test results, and report card grades, and benchmark test results, 5) incorporation of activities using digital content into teacher lesson plans, and 6) incorporation of grant activities into campus improvement plans.

Product evaluation focuses on measuring final outcomes against project goals, objectives, and performance targets. Product measures will include 1) evaluation of products created by both teachers and students, 2) data usage information provided by our district's own network appliances, Kajeet, Verizon, and GoGuardian, 3) final course grades, 4) statewide testing data, 5) student survey information, and 6) other pertinent data.

Continuous monitoring and adjusting in all aspects of the program will be made in pursuit of goals. The results the evaluation will be used to develop future strategies to implement and/or improve future technology lending programs at HHS and other campuses throughout the district.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In August of 2017, we provided devices to all students in three grades at the high school campus. To support this program, we developed a variety of helpful resources for students including a special support web site, a web-based orientation program complete with instructional videos and a required assessment, an online cybersafety course with required assessment, and a special page for students with links to the wide variety of digital textbook titles that we have adopted and purchased.

Our teachers are receiving training in best practices and are sharing resources from their courses through the use of Google Classroom, Google Drive, and other GSuite apps. Teachers have also begun to create their own digital products and have begun to share these products online so that these instructional resources are available 24/7 for both students and parents to access. The campus technology specialist and the district technology director have been the persons responsible for developing and sharing these resources as well as training staff members.

Our high school established a student tech help desk during the 2017-2018 school year. Each period of the day, several students are available to assist the campus technology specialist in supporting the needs of students and teachers. Student technicians provide immediate support for devices as well as classroom technology like projectors and printers.

This existing partnership among the director of technology, district-level technology staff, campus-level technology staff, administrators, and teachers has provided a program that is very beneficial to the students currently being served and has provided a high level of support that will carry over to benefit any future efforts.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Observations by HHS teachers and administrators	1.	Students with devices are using them in class for class work
		2.	Usage data from student devices and mobile hotspots
		3.	Walk-through data
2.	Continual feedback between teachers, students, administrators, the district and campus coordinators	1.	Tech Tuesday and staff development agendas and materials
		2.	Grant program coordinators' interviews
		3.	
3.	Evaluation of student achievement data	1.	Number of students failing courses in 2018-2019 is reduced from 2017-2018 by 5%
		2.	Number of students passing unit and/or benchmark tests in 2018-2019 is higher than in 2017-2018 by 10%
		3.	Number of students completing dual credit and online classes
4.	Incorporation of activities using digital content into teacher lesson plans	1.	Checked and approved by campus principals
		2.	Walk-through data
		3.	T-TESS
5.	Incorporation of grant activities into campus improvement plan	1.	Checked and approved by Deputy Superintendent
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To evaluate our program, we will use several types of data. This includes data gleaned from direct observations of students by teachers and observations of teachers by administrators. Administrators will use the T-TESS tools provided by DMAC Solutions for class walkthrough observations. This tool allows them to observe both teachers' and students' use of technology during the course of the instructional day, to make notes about what is being observed, and to provide constructive feedback to teachers concerning their integration of the technology.

We will also utilize the GoGuardian and Kajeet products with Chromebooks that are a part of our student device initiative. One of the functions of these products is to monitor the activity of student users. This includes full reporting of top sites visited, the top apps and extensions being used by students, the amount of time each student is spending using his/her device, and the amount of data being used by these devices. Program administrators can use this data to understand how students are utilizing the technology provided to them and can use this understanding to make informed decisions concerning adjustments that need to be made in the management of the devices.

Campus principals and members of the district's curriculum team will review teacher lesson plans to look for evidence that the technology provided by the program is being used for instruction and to accomplish program goals.

Administrators will also use assessment data from report cards, benchmark testing, and attendance data to ensure that the program is having the desired impact on student performance.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Henderson High School campus has existing equipment available to students. This includes several labs equipped with desktop computers and printers. Most classrooms are equipped with two desktop computers that students may use and a variety of network printers to which students may print. Classrooms also have a digital projector to which teachers and students may connect to share information. Several carts of iPads and Chromebooks are available for checkout from the school's library.

The district utilizes a seven-year replacement cycle and tries to remove any equipment that is older than seven years from its campuses. The director of technology utilizes a budget specifically for the replacement of existing end-user technology such as desktop and laptop computers that have reached end of life. This budget is not used for the purchase of additional devices, only to replace the existing inventory.

The district uses IMA funds for the purchase of student devices, but these funds are insufficient to purchase enough lending technology for every student who needs dedicated access to a device. Currently, Henderson ISD has \$631,930 in the district IMA account and spends approximately \$295,800 each biennium in disbursements. The remaining \$336,130 will be used to requisition instructional materials for Proclamation 2019, which includes English Language Arts and Reading, kindergarten–grade 8, Spelling, grades 1–6 (English and Spanish), Handwriting, grades K–5 (English and Spanish), Spanish Language Arts and Reading, kindergarten–grade 6, English Learners Language Arts, grades 7–8, and Personal Financial Literacy.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Henderson High School is to prepare all students to succeed as effective communicators, continuous learners, and productive citizens in a dynamic world. Technology is one of the most important elements to the high school's plan to fulfill this mission for its students. Along with specific instructional goals in the campus plan, our district has formulated specific goals for students in its technology plan.

One of the key tech goals for the high school is that its students utilize technology as a creative and collaborative tool as well as a vehicle for sharing ideas and learned concepts with peers as well as a larger audience. Without a device and a reliable, high quality connection to the Internet, meeting this goal is near impossible. Students must learn to use technology to communicate professionally and effectively with others to accomplish work.

Another goal that our district has for its high school students is that students will utilize technology as a tool for research and employ strategies to identify and validate the reliability of information sources. Technology provides an abundance of information that students must learn to evaluate. Without the skills to analyze information, students cannot use the information to make informed decisions about all aspects of their lives. Our teachers will include information literacy as a part of their regular classroom instruction.

Another goal for students is that they will understand the consequences of inappropriate use of technology and practice legal and ethical use of technology at all times. We are aware that many high school students use technology for their own personal communication needs each day. We are also aware that many of these students fail to employ strategies for protecting their privacy and for preserving their personal reputations. Students also need to understand the importance of avoiding plagiarizing work of others. Our teachers will include cybersafety and digital citizenship as a part of their regular classroom instruction.

Having technology for all students and being able to teach them the skills necessary to be effective at communication, the ability to gather and analyze information for learning, and digital literacy skills that will make them better students and better citizens. It will also ensure that these students are better prepared for college, trade schools, and the world of work that await them after graduation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Internet access will be provided to students identified as having this need via a portable hotspot device. This device utilizes a Verizon mobile data plan and it can go wherever the student goes. The cost is \$99.97 per unit for the device and \$19.97 per month for the service. Multiple students in a household or in a given location may connect to the hotspots simultaneously. A content filter is included with the service as well as a management interface, which will show usage statistics. Technology staff may remove these off-campus Internet privileges if students do not use the devices per the rules of the program or if the hotspot checked out to them shows minimal or no use.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The high school campus has been preparing for a time when all of its students have a device to use for learning, so they have been proactive in ensuring that such a program aligns with curriculum, instruction, policies, and practices.

Staff development has included specific methods involving technology integration. For example, prior to the start of the 2017-2018 school year, the high school faculty was trained to use GSuite apps and Google Classroom as a way to share information with and to create assignments for students. Teachers have also been trained to use GSuite as a collaborative tool with other staff members and understand how to integrate these types of skills within the context of their own subject area lessons and activities so that students also use these tools for their own learning.

Continual review of the program's objectives will be reviewed during Tech Tuesday sessions and effective strategies for utilizing the technology that is a part of the program will be regularly shared with staff members at these sessions.

Campus principals and our district curriculum team review teacher lesson plans to ensure that the goals of our programs are aligning with all curricula and instruction. Teachers submit lesson plans for review via Google Drive on a weekly basis. These lesson plans are required to contain evidence of the integration of digital tools within lessons.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Algebra 1 teachers are utilizing a variety of digital instructional materials with students. Teachers use Google Classroom to share links to web sites, video clips illustrating concepts, class announcements, and assignments for students to complete. Within Classroom, assignments and announcements are tagged and made sortable by topics so that students and parents can locate information more easily. Algebra 1 instructors utilize Google Forms to check the understanding of students and to provide immediate feedback to students concerning performance. Teachers in this subject area are also using sites like Desmos to allow students to practice their understanding of concepts. Think Through Math is being used to help students review topics and concepts from previous years of instruction and to help strengthen basic skills. Students in Algebra 1 also have access to the adopted digital Algebra 1 textbook via McGraw Hill's connectED portal.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In July of 2015, the district utilized both local (\$25,404) and E-rate (\$89,373) funds to install new networking infrastructure at the Henderson High School campus. This included new networking hardware, such as switches and UPS devices, as well as additional wireless access points. All classrooms and commons areas including the library, cafeteria, and gymnasiums are equipped with these access points.

Our district has a 1Gbps fiber backbone between its main distribution facility and each of its campuses, including Henderson High School. We have made increases in the bandwidth available to the campuses from our Internet Service Provider from 50 Mbps in 2014 to its current level of 500Mbps. We regularly evaluate usage of this connection, which can be increased up to 1Gbps if the demand makes this necessary.

The high school has a dedicated campus technology specialist to support the needs of both staff and students. Our district also employs a district-level network manager, hardware specialist, and systems support person who assist with needs at the high school campus. Additionally, the high school operates a student tech help desk where student technicians can offer basic support and troubleshooting of hardware and software for both staff and fellow students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 201-902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus technology specialist, the district technology director, district technology personnel, select school staff members, and some of the student tech help desk personnel will distribute equipment to students at the high school's Fish Camp, which is a special day of orientation for freshmen held in August prior to the beginning of the new school year. All students receiving a device will be required to complete program orientation and will be required to submit signed technology lending agreements and acceptable use policies prior to receiving their devices. Their parents are also required to view the orientation and complete a form acknowledging their compliance with all program rules and guidelines. This orientation is available for viewing at <https://www.hendersonisd.net/hhs-device-initiative/c2l-student-orientation>.

Once the committee determines which students will receive the mobile hotspots, these units will be checked out to students for home use. Staff members will monitor the usage of these hotspots closely from the management interface and will counsel with students who do not use these devices appropriately.

At the end of the school year, students will be required to return their equipment to the campus technology specialist along with a collection form. On this form, students can document known issues with their equipment. Staff will also use this form to note any damage to the equipment as well as any missing items and will assess the amount needed from the student to correct the issues. These charges will be given to the office and students will be held responsible for paying any amount required.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Per our Connect2Learn program rules (<https://www.hendersonisd.net/hhs-device-initiative>), students are required to pay a technology usage fee of \$30 each school year. This fee is used to purchase a \$0 deductible insurance policy that covers the device for accidental damage and theft. Families have the option of completing an Application for Technology Usage Fee Waiver if they feel that they are unable to pay the fee. Our administrators review the submitted applications to ensure that those requesting this qualify for the waiver.

As needed, our campus technology specialist completes claim forms and submits to the insurance company. Once claims are approved, a box is sent to the high school campus and the damaged device is shipped to a facility for repair. The device is shipped back to the high school campus once the repairs are complete. A loaner is provided for the student if one is available, if the student did not damage the device intentionally, and the student does not have a history of chronic repair issues.

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